# RUTGERS
## School of Public Health

**Course Title:**         Program Planning and Evaluation

**Course Number:**         HBSP 0652; 3 credits

**Course Pre- and Co-requisite(s):**  PHCO 0505

**Course Location:**         Zoom link (see on our Canvas page)

**Course Date & Time:**         Thursday, 6-8 pm

**Course Instructor:**         Sara Elnakib, PhD, MPH, RDN Assistant Professor
Department of Family & Community Health Sciences
elnakisa@rutgers.edu

**Office Hours:**         *Meetings available by appointment; please email me*

**Course Assistant:**         Connor Emmert

Master of Public Health in LGBTQ Health

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**Course Website:**         In Canvas: HBSP 0652 J033 Program Planning & Evaluation

**Required Course Text:**  Planning, Implementing & Evaluating Health Promotion Programs – A Primer. McKenzie, Neiger & Thackeray. (5th, 6th, or 7th ed acceptable).

**Additional/Supplemental Readings/Resources:**  Other readings as assigned (to be made available on Canvas)

**Course Description:**         This course provides students with the hands on skills needed to plan, implement, and evaluate public health and health promotion programs in various settings. Students develop and plan an evaluation for a program for a health problem in a population at risk.

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. See competencies addressed by this course for different concentrations starting on the last pages of this syllabus. Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:**  By the completion of this course, students will be able to:

1. Describe a variety of program planning models and intervention strategies
2. Develop a program rationale using needs assessment and data from the literature
3. Formulate a program plan for a relevant health problem and population, including program objectives and logic model
4. Integrate appropriate health behavior and/or educational theories
5. Identify pros/cons of evaluation designs and develop an appropriate evaluation plan
6. Design a process evaluation for a health promotion program
7. Design an impact evaluation for a health promotion program

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8. Understand program planning strategies and evaluation methods and their application in urban and global contexts.

**Course Requirements and Grading:**

1. *Midterm Exam*                 *25%. (100 pts)*
2. *Evaluation Quiz*              *15%. (60 pts)*
3. *Eval. Case Study Discussions*    *15%  (60 pts)*
4. *Final Project Proposal Paper*     *25%  (100 pts)*
5. *Final Project Presentation*       *10%  (40 pts)*
6. *Class Participation & Attendance*   <u>*10%  (40 pts)*</u>
     *Total:*                       *100%. (400 pts)*

***Evaluation Case Study Discussions:*** In the second half of the class, you will work in small breakout groups to share and develop ideas for evaluation plans for several programs on which you will receive descriptions. We will cover a different program case each week for several weeks. You will be expected to do some prep work *on your own* before class (read the case for that week, create a logic model, address some of the discussion questions) and then be prepared to share your thoughts with your group during class time. Then as a group, you will share some of your final suggestions with the full class. There is no one right answer BUT, your plan should be thoughtful, reasonable and realistic. You will not be with the same group each time. Additional details will be provided during the semester.

***Final Project & Presentation:*** You will be divided into small groups (of 3-4) to develop a full public health program proposal based on a relevant health problem and population of your group's choosing. This will be done taking into account student schedules to the best extent possible. <u>Each group member will be expected to participate/contribute and will be assessed by their group members through peer evaluation.</u> The proposal should include a program rationale section describing the need for the program, a description of the proposed program including measurable objectives, a logic model and its theoretical basis, a budget and implementation plan and a program evaluation plan. You will submit the proposal as a paper by the last week of class and describe it to the class through a PowerPoint presentation. On the day your group is NOT presenting, you will be asked to prepare 1-2 questions/comments for groups that are presenting that day. Additional details will be provided.

***ATTENDANCE AND PARTICIPATION***: Students are expected to arrive promptly and attend every class. Classes missed will result in points deducted from the Attendance portion of your grade. Late arrivals will also affect the Attendance portion of the grade**.** In the event of an emergency or illness requiring you to miss class, let me know by email prior to class or as soon as possible afterwards. If you miss class, contact a classmate to arrange for update on any handouts, class notes, and other updates promptly.

Each student is encouraged to be prepared and to **participate** in class discussions, including discussions related to the readings, lecture notes and class activities. You can actively participate in class by responding to the Professor's questions during lecture (e.g., by unmuting or using the chat box) and asking thoughtful questions as they may arise. We will also have opportunities to interact and participate in discussions working with other students in breakout groups, asking your classmates questions during presentations, and in discussion posts/forums. A lack of class participation will negatively impact your grade. If you do not attend class, you will also miss opportunities to participate.

*Grading Policy:*       94 – 100   *A*
                        90 – <94   *A-*
                        87 – <90   *B+*
                        84 – <87   *B*
                        80 – <84   *B-*
                        77 – <80   *C+*
                        70 – <77   *C*
                        <70   *F*       *Grades will NOT be rounded.*

**Remote Learning Policies**
As you know, we are engaged in this course under extraordinary circumstances. Not only are we now conducting the class remotely, but we are all working under the repercussions of the COVID-19 pandemic.  The following are class policies for our class sessions with Zoom. Please read carefully; these policies apply to the Spring 2022 semester. All students are expected to adhere to the policies.

General:  Log into Zoom using your Rutgers NetID and sign-in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.

Video: *Please turn on your video* when possible. We recognize that this isn't always easy but this will help to build our class community.  Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention.  Seeing each other can also provide each of us with positive social interactions.
- If you're unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the [Student Connect Canvas page](#)).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we'll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

Audio: Mute your microphone when you are not talking. This helps eliminate background noise.
- Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

Chat: Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to class.

NOTE: Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.

**Special Circumstances During COVID-19**
The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the Student Connect Canvas page.

**Course Schedule:**

**Note: Readings may be changed or added to a given week. If changes are made, you will be notified and readings will be posted on Canvas.**

**Week 1 (1/20/2022)**

**Introduction to Program Planning & Intervention Types**

> *READINGS:*
> - Chapter 1 – Intro to Program Planning
> - Chapter 8 – Interventions & Defining Desired Impact
> - Washington Post special report: COVID-19 and racial, ethnic minorities: https://www.washingtonpost.com/graphics/2020/health/covid-race-mortality-rate/
>
> *Online 30:*
> - View Health Promotion video posted on Canvas: https://www.youtube.com/watch?v=G2quVLcJVBk
>
> - Introduce Yourself Online: Since we won't be meeting in-person, please tell us a little bit about yourself in a discussion post on Canvas. Tell us which concentration you're in, how long you've been in the MPH program, and what your public health/health interests are. If you're willing to share, please also tell us why you joined the MPH program, and what you think you might like to do when you graduate. Lastly, I'm sure we are all always looking for a good new book to read and show to binge watch – please share any recent ones you've enjoyed! (Post by 1/27)
>
> - Explore the Cochrane Collaboration website and post an article providing a systematic review of strategies/interventions in a topic/content area of your interest – explain why you selected this article and what did you learn? https://www.cochrane.org/, https://www.cochranelibrary.com (Post by 1/27)

**Week 2 (1/27/2022)**

**Models for Program Planning**

*READINGS:*
- o Chapter 2 - Starting the planning process
- o Chapter 3 - Models for Program Planning
- o McGinn, Therese et al. (2004). "The Causal Pathway Framework: Effective Design, Monitoring and Evaluation of Field Projects."
- o Wazir et al. 2013. National program for family planning and primary care in Pakistan: a SWOT analysis - https://reproductive-health-journal.biomedcentral.com/track/pdf/10.1186/1742-4755-10-60

*Online 30:*
- Before class: watch video on SWOT analysis: (due 1/27) https://www.youtube.com/watch?v=xomwiyoh5YM (9 minutes)

- Explore The Community Guide website and information under a topic/content area of your interest (see Topics section). In a post describe - what kind of guides or recommendations did you find? https://www.thecommunityguide.org/ (due 2/3)

- Also, explore the Community Tool Box website and their page with links to websites/databases of best practices: https://ctb.ku.edu/en/databases-best-practices

- Explore 1 of following Family Planning High Practice (HIP) studies (https://www.fphighimpactpractices.org/briefs/):
  - o Adolescent-friendly contraceptive services: mainstreaming adolescent friendly elements into existing contraceptive services;
  - o Educating girls: creating a foundation for positive sexual and reproductive health behaviors; or
  - o Domestic Public Financing: Building a sustainable future for family planning programs.

**Week 3 (2/03/2022)**

**Needs Assessment and writing the Program Rationale**
*READINGS:*
- Chapter 4 – Assessing Needs
- Handout – Nominal Group Technique
- Strack et al – Engaging youth through photovoice
- Harden, Blaine. "Good Intentions." Chapter 5 in Africa: Dispatches from a Fragile Continent. Harper Collins Publishers, London: 1993.
  - o (READ CAREFULLY TO PAGE 184—THIS WILL BE USED FOR AN IN CLASS EXERCISE)
  - o This is a timeless piece about pitfalls and the problems that ensue from doing a poor N&R assessment. Identify what the planners could have done differently. Stop after the first paragraph on page 184, unless you want to read more about Kenyan politics in the 1990's.

*Online 30:*
- View photovoice video example:
  https://www.youtube.com/watch?v=b5VDu8MWegg&playnext=1&list=PL5EFA3ACBBE008914&feature=results_video
- Video of planning needs assessment post disaster:
  https://www.cdc.gov/nceh/hsb/disaster/casper/default.htm
- Review data on www.countyhealthrankings.org from the county you grew up in or currently live in. In an online post discuss what you found, what might prioritize for an intervention, and why. (due by 2/10)

## Week 4 (2/10/2022)

## Developing Logic Models & Goals & Objectives

*READINGS:*
- Chapter 6 – Goals & Objectives
- McLaughin & Jordan – Logic Models
- USAID (2017). How to Note: Developing a Project Logic Model

*Online 30:*
- Review lecture notes on health behavior theories and read Chapter 7 – Theories and Models Commonly Used for Health Promotion (we will not explicitly review these in class but you'll be expected to have a theory section in your final project plans)
- Keep working on Photovoice activity (due 2/17)

## Week 5 (2/17/2022)

## Program Implementation – I

*READINGS:*
- Chapter 10 – Identification & Allocation of Resources
- Fleischman & Streifel: Strategic Partnerships to Advance Family Planning – Lessons from Senegal.
  Prinja et al. Cost analysis of implementing mHealth intervention for maternal, newborn and child health care through community health workers [https://bmcpregnancychildbirth.biomedcentral.com/articles/10.1186/s12884-018-2019-3]

*Online 30:*
- Complete and post your photovoice slides by this date
- Discussion Board: Resources for Program Planning - Please read and listen to the following brief piece: https://www.npr.org/sections/health-shots/2019/11/21/771059522/they-bring-medical-care-to-the-homeless-and-build-relationships-to-save-lives

After reading/listening, please provide a brief summary of resources needed to plan, implement and evaluate this program. Following the resources summary, provide a reflection on the question: 'What might the initial program costs help to avoid in longer term healthcare costs?'. (Post due by 2/24)

## Week 6 (2/24/2022)

## Program Implementation - II

*READINGS:*
- Chapter 12 – Program Implementation
- Frieden. Six Components Necessary for Effective Public Health Program Implementation
- Implementation Case studies (read ahead of class – be prepared to discuss in breakout groups)

Online 30:
- review and comment on at least two other students' photovoice slides (due 2/24)

## Week 7 (3/3/2022)

## Community Organizing/ Intro to Evaluation

*READINGS:*
- Chapter 9 – Community Organizing & Building
- Chapter 13 – Evaluation – an Overview
- Wegs et al. Community Dialogue to Shift Social Norms and Enable Family Planning: An Evaluation of the Family Planning Results Initiative in Kenya
- CDC. Practical strategies for culturally competent Evaluation

*Online 30:*
- watch videos on community organizing and girl trek, explore Girl Trek website (see canvas), and map a logic model for how you think this program "works". (post by 3/3)

## Week 8 (3/10/2022)
**Exam** (covers weeks 1-7)

## Week 9 (3/17/2022)
**Spring Break – No Class**

## Week 10 (3/24/2022)
## Process Evaluation

*READINGS:*
- Chapter 14 – read first part of chapter on Process Evaluation

- Linnan & Steckler article
- Sharma et al: Process evaluation plan for assessing a complex community-based maternal health intervention in Ogun State, Nigeria.

*Online 30:*
- explore CDC's Evaluation Resource page: https://www.cdc.gov/eval/index.htm

- Read Program Description for Evaluation Case Study 1 and develop a draft logic model for this on your own. Be prepared to share your model and discuss this case with classmates next week (3/31).


## Week 11 (3/31/2022)

## Designing Impact & Outcome Evaluations
(discuss eval case #1)

*READINGS:*
- Chapter 14 – read second part of chapter on Summative Evaluation
- Rossi – Chapter 8
- McKenzie – Internal & External Validity
- Muthengi & Austrian: Cluster randomized evaluation of the Nia Project: study protocol

*Online 30:*
- Read Program Description for Evaluation Case Study 2 and develop a draft logic model for this on your own. Be prepared to share your model and discuss this case with classmates next week (4/7).

## Week 12 (4/7/2022)

## Review of Sampling Methods and Measures.
(discuss eval case #2)

*READINGS:*
Chapter 5 – Measurement & Sampling
- Weinmann et al. Population-based assessment of health needs of Syrian migrants in Germany: what is the best sampling method?

Optional reading:
- USAID – Design, implementation, monitoring and evaluation of cross-cultural HIV-related mental health and psycho-social assistance programs: user's manual

*Online 30:*
- watch sampling and measurement videos posted on Canvas
- Read Program Description for Evaluation Case Study 3 and develop a draft logic model for this on your own. Be prepared to share your model and discuss this case with classmates next week (4/14).

**Week 13 (4/14/2022)**

**Data Analysis & Reporting**
(discuss eval case #3)

> *READINGS*
> - Chapter 15 – Data Analysis & Reporting
> - Rossi – Chapter 12 – p377-382
> - NCI – Making Data Talk
>
> *Online 30:*
> - Read Program Description for Evaluation Case Study 4 and develop a draft logic model for this on your own. Be prepared to share your model and discuss this case with classmates next week (4/21).

**Week 14 (4/21/2022)**

> **Evaluation Quiz / Discuss Evaluation Case #4**
> (Quiz covers weeks 10-13)

**Week 15 (4/28/2022)**
> Final Project Presentations

**Week 16 (5/5/2022)**
> **Final Class**
> Final Project Presentations and Report Due

**Week 17 (5/12/2022)**
> **GRADES DUE – NO CLASS**

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities.  It is the student's responsibility to familiarize themselves with Canvas and check it regularly.  If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html).  Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly

understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment**: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health's Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

**Graduate Student Computer Policy:**  Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such

papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at:
sph.rutgers.edu/academics/academic-calendar.html

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered.

The competencies addressed in this course for the MPH in Social & Behavioral Health Sciences include:

1. Design, implement, conduct and evaluate health education/promotion programs in diverse settings.
2. Use various techniques to conduct needs assessments of diverse populations.
3. Understand the importance and use of public health policy in health behavior change and health promotion.

| Competency | Course Objectives(s) | Lessons | Assessment(s) |
|---|---|---|---|
| 1 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13 | Midterm, Evaluation Quiz, Evaluation Case Study Assignment, Final Project Report and Presentation |
| 2 | 2 | 3 | Photovoice Activity, County Health Rankings Activity, Midterm, Final Project Report |
| 3 | 1, 4 | 1, 4 | Midterm |

The competencies addressed in this course for the MPH in Global Public Health include:

1. Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health

2. Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for interprofessional teamwork, leadership, social awareness and cultural competency to enhance capacity strengthening and service delivery with compassion and integrity

| Competency | Course Objectives(s) | Lessons | Assessment(s) |
|---|---|---|---|
| 1 | 1, 2, 3, 4 | 1, 2, 3 | Midterm, Final Project Report and Presentation |
| 2 | 3 | 4, 5, 6, 7 | Evaluation Case Study, Final Project Report and Presentation |

The competencies addressed in this course for the MPH in Urban Public Health include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities

2. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations

| Competency | Course Objectives(s) | Lessons | Assessment(s) |
|---|---|---|---|
| 1 | 2 | 2, 3 | Midterm, Final Project Report and Presentation |
| 2 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13 | Midterm, Evaluation Quiz, Evaluation Case Study Assignment, Final Project Report and Presentation |

The competencies addressed in this course for the <u>MPH in Public Health Nutrition</u> include:

1. Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups; and

2. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.

3. Develop an evaluation framework for a population-based nutrition intervention or program;

| Competency | Course Objectives(s) | Lessons | Assessment(s) |
|---|---|---|---|
| 1 | 2 | 2, 3 | Midterm, Final Project Report and Presentation |
| 2 | 2, 3 | 1, 2, 3 | Midterm, Final Project Report and Presentation |
| 3 | 6, 7, 8 | 4, 7, 8, 10, 11, 12, 13 | Evaluation Quiz, Evaluation Case Study, Final Project Report. |

The competencies addressed in this course for the <u>MPH in LGBTQ Health</u> include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities

| Competency | Course Objectives(s) | Lessons | Assessment(s) |
|---|---|---|---|
| 1 | 2 | 2, 3 | Midterm, Final Project Report and Presentation |